



**British School
Overseas**
Inspected by Penta International

Inspection report

**International
Community School**

**Amman
Jordan**

Date
Inspection number

13th – 15th November 2022
20221113

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	10
	5.3 Standards achieved by pupils	12
6	Standard 2 The spiritual, moral, social and cultural development of pupils	14
7	Standard 3 The welfare, health and safety of pupils	16
8	Standard 4 The suitability of the proprietor and staff	18
9	Standard 5 The premises and accommodation	19
10	Standard 6 The provision of information for parents, carers and others	21
11	Standard 7 The school's procedures for handling complaints	22
12	Standard 8 Leadership and management of the school	23

1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 80 lesson observations took place. School documentation and policies were analysed and data reviewed. Students' workbooks were seen in lessons and work stored online was looked at. Discussions were held with the staff, parents, the chair of the board of governors, and students. The inspection took place over three days.

The lead inspector was Alistair Downs. The team members were Sharon Davis, Jamie O'Dowd, and Christine Downey.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

International Community School (ICS) provides a high-quality education in an inclusive environment. Teaching is consistently good or better, and as a result, students make significant progress in their learning. Pastoral care is a strength of the school and relationships are excellent. The leadership provided by the principal and senior leadership team (SLT) is excellent and is having a highly positive impact on the continued development of the school. They are well supported by a board of governors who are very effective in providing strategic direction, and an outstanding team of administrative and facilities staff who are committed to the long-term success of the school.

3.1 What the school does well

There are many strengths at the school, including the:

- commitment, professionalism and compassion of the Principal and SLT to raise standards leading to a shared vision, direction and togetherness of the whole staffing team.
- students' confidence, politeness and behaviour, demonstrated by the positive interactions with their peers, school staff and visitors.
- high priority given to wellbeing, personal development and the welfare and safeguarding of students.
- multiple post-16 pathways provide routes for all learners and give every student the opportunity to succeed.
- quality of the site, resources and exemplary support provided by high-quality, dedicated administrative and facilities leaders and staff.
- strong sense of community and inclusivity across the school, including the positive relationships between teachers, students and parents, and outstanding communication with parents.
- capacity of the SLT and extended SLT to drive school improvement.
- effective way SLT are held to account and supported by a knowledgeable and highly experienced board of governors.
- ongoing and comprehensive self-review process undertaken by the school, led by the SLT and incorporating all staff members.

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

- i. improve the quality of curriculum and teaching and learning further so that all lessons are as effective as the best ones and that visible feedback and differentiation are regularly and consistently used.
- ii. ensure all assistant teachers and learning support assistants are being used effectively and efficiently to enhance learning across the school.
- iii. better utilise the wealth of assessment data gathered by the school to inform continuous target setting for students.

4. The context of the school

Full name of School	International Community School (ICS), Amman				
Address	P.O. Box 2002, Amman 11181, Um Basateen, Nauór, Amman, Jordan				
Telephone Number/s	+962 647 90666				
Website Address	www.ics.edu.jo				
Key Email Address	principal@ics.edu.jo				
Headteacher/ Principal	Alun James Yorath				
Chair of board of governors	Karim Saifi				
Age Range	School: 3-18 years Staff creche: 0-2 years				
Total number of pupils	693	Boys	394	Girls	299
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	260	
	<i>3-5 years</i>	95	<i>17-18 years</i>	67	
	<i>6-11 years</i>	271	<i>18+ years</i>	0	
Total number of part-time children	0				

4.1 British nature of the school

ICS is organised according to the structures used in UK Schools with separate sections for EYFS, primary and secondary. A school uniform is in place for all year groups. English is the language of instruction throughout the school, apart from in modern foreign language (MfL) and Arabic lessons. Parents receive all the school's letters and reports in English; the school website and social media channels are also in English.

The majority of the teaching staff are UK trained and benefit from continuous professional development (CPD) aligned to UK practice, including visits from UK based specialists. The school is a member of the British Schools of the Middle East (BSME) and the Council for British International Schools (COBIS). Students can participate in events and competitions run by these organisations. Staff members (academic and administrative) benefit from the school's membership, e.g. attending CPD events.

The national curriculum of England is followed, as well as the Early Years Foundation Stage (EYFS) guidance. The school uses schemes of work from the UK, including *White Rose Maths*, *Essential Letters and Sounds* and the PSHE Foundation: across EYFS, primary and secondary British curriculum links are evident. Topics including democracy, human rights, the UN sustainable development goals, global citizenship and UK and global politics are covered in the secondary school and the well-being curriculum addresses social justice and equality topics at an age-appropriate level. Post Covid-19 the school is running a trip to the UK and significant British events, for example Queen Elizabeth II's death, are recognised.

Policies and procedures, including classroom management, are in line with those expected in the UK and approaches to performance management also mirror those in UK Schools. Student assessments are based on UK national standards and the curriculum for England. Students study towards GCSE and A-Level examinations in Key Stages 4 and 5 respectively. Over the last 5 years, over 50% of students have left to study at a UK university.

ICS adopts UK practice for safeguarding and child protection. Safer recruitment procedures and the Single Central Register are robust and inline with UK expected standards. In addition to staff, all members of the board are trained for safeguarding.

The school promotes the values of democracy and equity through staff, student, parent and governor voice. Students in Years 5 – 13 also have the opportunity to join the student parliament which promotes democracy and community voice in action. A house system is well established similar to those in UK schools: ICS values are promoted across the school. The school library contains a wealth of English literature which students have regular access to and many resources, both physical and online, are sourced from the UK.

5. Standard 1 The quality of education provided by the school

The quality of education provided meets the requirements of the BSO standards and is good with some outstanding features.

5.1 Curriculum

The curriculum at ICS meets the requirements of the BSO standards, and is good.

It is relevant and serves the needs of the students well. The school is inclusive and diverse with an emphasis on helping students 'thrive' and developing a sense of 'belonging', concepts that are highly visible around the school. The school prides itself on providing a varied and inclusive curriculum so that all students have the opportunity to learn and flourish.

The EYFS curriculum ensures that all students have access to a range of opportunities in all the prime and specific areas of learning. Well-planned continuous provision is complemented by age-appropriate, teacher-led, structured activities, such as phonics, which supports progression towards the Early Learning Goals by the end of EY2.

The primary curriculum is well-matched to the needs of the students and builds effectively upon the learning in the EYFS. A review of student data, following a return to school post-Covid-19, has resulted in a focus on the development of students' literacy skills and an increase in the allocation of teaching time for English. Students in EYFS and Key Stage 1 are systematically taught beginning reading and decoding skills using *Essential Letters and Sounds*, a synthetic phonics approach based on the DfES's Letters and Sounds.

A new initiative, 'Challenge for All', has been introduced into the primary curriculum aimed at providing students with increased opportunities to develop and showcase their talents through self-chosen, academic activities during core learning time. Across Early Years and Key Stage 1, students are provided with a wealth of learning opportunities which complement the classroom-based curriculum. Specialist teaching of art, music, performing arts, sports and languages (French, Spanish and Arabic), in addition to a comprehensive cross-curricular activity (CCA) programme and educational visits ensures a broad and balanced curriculum for all students.

Alternative provision is clearly evident for those who require a modified curriculum. Where learning support assistants (LSAs) are utilised for the best effect, they plan alongside others to tailor the curriculum and tasks to the child's needs, including

which resources can be utilised. This does not appear to be embedded yet across all LSAs.

The curriculum is derived from the English national curriculum and supported and broadened by schemes such as *White Rose* and *CUSP*. Enrichment activities such as the challenge hour and the extensive CCAs give the students opportunities to develop non-explicit curriculum-linked skills and talents. Theme days occur and are valued by the children, who would like to see even more of these occurring.

The school is well-resourced which enables the curriculum to be delivered effectively. The recent addition of Chromebooks for all students enables them access to a larger range of resources to enhance the curriculum, such as the BBC Newsround site for recount writing lessons and the utilisation of *Kahoot* for retrieval practice style quizzes. The use of devices could be further developed to embed more effective differentiation practices consistently across the phase.

Based on the evidence seen in the planning of some departments in the secondary school, such as English and social sciences, there are clearly sequenced schemes of work in place to develop students' skills, understanding and progress. These include the use of resources such as *Accelerated Reader* and *Century Tech* as well as separate progression plans for literacy and spelling and grammar (SPaG). There was evidence of creative and exciting approaches to learning in subjects such as social sciences with work being themed around the film 'Pirates of the Caribbean' and how to survive being shipwrecked. The school should aim for a more consistent high standard of planning and development of the curriculum across departments in this phase.

Students are keen to learn at ICS and teachers effectively employ a range of classroom management skills such as cold-calling and critical thinking to capitalise on this enthusiasm. One potential area for development could be greater use of paired and group work, as mainly independent work was witnessed in lesson observations in the Secondary School. Teachers strive to make learning fun and in the best lessons technology was used to introduce competition and fun to the lessons using *Kahoot*, *Blooket* and *Quizlet*. Verbal feedback and positive reinforcement were evident in most lessons, though written feedback in books was not evident in all books scrutinised.

Support for students is available and the learning support department boasts a team of 36 LSA and TAs. In some lessons, these team members were seen to be supporting students of varying needs, such as EAL and autism, although in many lessons the support was mainly in prompting and repeating instructions to the student.

There is a well-structured and age-appropriate PSHE curriculum which is designed to carefully spiral upwards in terms of difficulty. It covers key skills in the areas of online

safety, healthy living, mental health, relationship and sexual health and careers and aspirations. Tutors were observed delivering the curriculum in an engaging and supportive manner.

The school's 'Portrait of a Graduate' infographic outlines explicitly what is expected of an ICS student and the core values are visible around the school, on the website, key documents, in assemblies and on displays. This helps ensure that high standards and expectations of students are constantly visible. Students report feeling supported, not just in their academics, but the holistic development of their whole selves with one student saying, 'it is not just about grades, I feel so safe here'.

Students benefit from a varied and exciting range of ECAs with a high percentage of students taking advantage of these opportunities - an increase from 41% to 93% in one year. These include activities from external providers to offer specialist training and instruction including tennis, fencing and MMA among others. ECAs are supported by the introduction of Robotics and STEAM programmes. This means that students are able to develop interests beyond the traditional curriculum and continue to develop a love for learning.

There is a curriculum review process that adopts an evidence-based approach to evaluate and refine aspects of the curriculum on a regular basis. The impact of this is that it has empowered middle leaders in the ownership of the review progress. This process will help drive the development of the curriculum going forward.

5.2 Teaching and assessment

The quality of teaching and assessment is good with some outstanding practice.

Students' attitudes to learning are good across the school and excellent in some cases. They were engaged in their learning: listening to teachers input, collaborating with peers and completing their tasks. There are excellent relationships between staff and students which are built on respect and cooperation. Teachers across the school offer praise and positive reinforcement throughout lessons.

Students' behaviour was commendable: they were polite and friendly with each other, staff and visitors. On the rare occasion where unsatisfactory behaviour occurred, it was effectively dealt with following the school's system, which both students and staff report has been improved this academic year.

Most teaching was good or better, with a significant number of outstanding lessons seen across the school. Teachers were confident in the content they were teaching, had strong subject knowledge and a passion for their subject. Where teaching was strongest students were provided with opportunities to collaborate, for example in Key Stage 1 where students were discussing hedgehogs using mature vocabulary, and during continuous provision in EYFS where students were developing language skills through play with puppets related to the focus story. In Year 7 students were encouraged to think, pair, share in a maths lesson, and students worked well together on a practical coding task in a digital innovation and design lesson.

In Key Stages 1 and 2, teachers modelled tasks, and scaffolded learning whilst developing explanations from the students using partner talk and targeted questioning. The use of strategies such as differentiated 'chilli tasks', extension questions, peer marking, open ended tasks, use of manipulatives and targeted questioning, which when planned and implemented well, had significant impact on students' learning.

In Key Stage 5, teachers regularly embedded questioning for understanding in lessons, demonstrating higher level questioning in order to challenge students. An example of this was a retrieval activity during a Year 13 BTEC class, where the teacher's well-structured questions challenged the students to think more deeply which encouraged discussions and a deeper understanding.

In the best lessons, students were challenged through the use of higher-order thinking and questioning skills to stretch and develop their ideas and answers. In a Year 9 English lesson, students were constantly challenged to consider the subtle differences between sympathy and empathy in their class study of a novel. 'Challenge Objectives' were evident in some lessons, and these allowed students to extend their learning beyond the primary learning objective, however the actual difficulty and

complexity of this objective did not always meet the level of challenge and sophistication required by the most able students. The school has recently introduced the Bayt Al Hikma programme in Years 5 – 13 to promote challenge further.

When asked, most students could explain what they were learning and why. Lesson objectives were generally displayed but not often re-referred to, or unpicked in success criteria which students could self-assess against.

Assistant teachers and LSAs were in abundance and where they were working at their best, they personalised the curriculum, delivery method or task to meet the needs of the individual, but not yet consistent. Some highly effective, personalised learning was observed being delivered by skilled LSAs. The inclusive nature of the school, twinned with the drive to ensure progress at their own levels their own levels is aspirational, and further work on defining the support role of adults in this provision is developing.

Formative assessment strategies seen included use of success criteria, think pair share and self-assessment, as well as technology for screen sharing, quizlets and post-its. This enables a wealth of data to be gathered. The marking scheme students use in the primary school of purple pens to respond to green highlighter and developmental marking comments, when responded to, showed growth in student's skills and knowledge. However, the full application of this system was not evident in many of the books sampled.

Summative assessment data is readily available. The use of tapestry gives a visual representation of where the children are at each data drop point in EYFS and quantitative data is now being created from these observations. GL test results are available to staff, with both CAT4s and GL progress tests evident. These tracking systems could be enhanced further to ensure teachers have a clear understanding of student's attainment, progress and next steps, with targets being shared with the students and parents.

The introduction of Chromebooks, although still at an early stage, is being utilised by some in creative and stimulating ways. Use in secondary was strongest with activities observed being enjoyed by the students to enhance learning, along with assessment for learning (AFL) enrichment tools such as quizlets and *Canva*. Google Classroom is widely used to post assignments and resources. Some students have been given written feedback on google classroom for their assignments and teachers also set them targets via mode. Some students said that they use and enjoy the tasks set in *Kahoot*, *Quizlet* and *Block*. There is currently limited sharing of techniques with peers and upskilling of each other, which misses opportunities to spread best practices across the school and maximise the impact devices have.

5.3 Standards achieved by pupils

The standards achieved by students at ICS are good with some outstanding progress and attainment, particularly in primary mathematics, Key Stage 1 and Key Stage 4.

The school has comprehensive systems in place to assess students and as a result has significant data from both internal and external assessments. In Early Years and Key Stage 1 students are assessed against the *Letters and Sounds* phonics assessment on a half termly basis. PM benchmarking is used alongside *Star Reader* to ensure accuracy in reading assessments and half termly writing moderations take place in Key Stages 1 and 2.

GL Progress Tests in English and mathematics are carried out annually from Years 2 – Year 9 to provide standardised assessment scores and the school also uses CAT4 from Year 3 onwards. In the secondary school, there are two exam weeks in the academic calendar.

Many students enter EYFS with very low starting points, particularly in Communication, Language and Literacy. Although students progress well throughout EY1 and EY2, by the end of EYFS achievement is below the UK average for a 'good level of development.'

The newly appointed head of learning for primary has a clear plan in place to ensure data is used more effectively in EYFS to aid further progress. He has introduced quantitative data analysis in addition to a formative assessment tracker. A termly gap and strength analysis, already in place across the primary school, is also being rolled out in EYFS.

As students move through Key Stage 1 progress accelerates so that by the end of Year 2, a large majority of students are working above UK expectations in English and mathematics. Progress and attainment are similarly impressive in phonics as students build on the knowledge gained in EYFS. School data shows that almost three quarters of students are meeting or exceeding expectations at the end of Year 1 based on the *Essential Letters and Sounds* programme.

Throughout Key Stage 2 progress continues with students working at or above UK expectations in English and mathematics. The reading ages of Key Stage 2 students are also consistently higher than those in the UK, and data across the core areas of the curriculum show continued progress over the last five years.

In Key Stage 3, standardised assessments highlight that, on average, students are working above UK age related expectations in English, mathematics and science. As in Key Stage 1 and 2, English scores are lower than in other subjects.

Attainment in Key Stage 4 is outstanding and the school is rightfully proud of students who achieved ICS's best ever GCSE results in 2022. 88% of grades were 4-9, significantly above the UK average of 73% and 86% of students achieved 5 GCSEs at grade 4 or above.

In Key Stage 5, students' attainment in A-Level examinations is broadly in line with UK expectations. In 2022, 78% of grades were A*-C, enabling students to move onto a range of highly regarded universities across the world. There has been significant progress over time with the percentage of A*-B grades increasing from 34% in 2019 to 61% in 2022. Using CAT4 if challenged grades, the school reported an average Value Added (VA) of +0.3 grades per student per subject. Similarly, strong progress is evident through the BTEC programme, with 47% of students awarded distinction in 2022 compared to 27% in 2021.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students meets the requirements of the BSO standards and is excellent.

Staff and student relationships are excellent. Students display all of the values held by the school. Students develop their awareness and understanding of social, moral, spiritual and cultural aspects through the planned curriculum, assemblies, wide ranging CCAs, enrichment days, school productions, school trips locally and internationally. Students are confident, courteous, and respectful to others with excellent manners, and this was noted in many of the observations across the school. Students enjoy coming to school, feel safe and are proud to be part of the community.

Students and parents are aware of the new behaviour policy and are highly supportive of it, acknowledging that it has had a positive impact on the climate of the school. Students earn House Points by displaying aspects of the ICS seven values of the school and this is celebrated through weekly assemblies, at the end of term and through special events. ISAMS has improved the tracking and reporting of student behaviour. Parents have access to this and commented that it has contributed to a much more open dialogue with their children regarding their behaviour and the ability to celebrate their achievements together. Expectations of behaviour are clearly displayed and reinforced during assemblies. In KS2, students refer to Kelso's wheel of choice to help them deal with conflict.

The school encourages and supports opportunities for student voice and to develop leadership responsibilities. One student started a school magazine which is published termly. Students feel that they are encouraged to bring forward new ideas. The 6th form committee offers ideas to improve school life.

Students know who to turn to if they need help and are confident that support and / or action will be taken. There is a zero tolerance to bullying or aggression. Incidents of bullying can be reported through the drop in box or via a QR code through a Google Form, however, students generally feel that bullying is not an issue this year. Peer mentors are trained in how to communicate with students and they help students if they have issues. They know that if a problem is too big, they need to report it to a teacher.

Personal, social, health education (PSHE) is taught effectively. Lessons address several themes and issues relating to SMSC and the schools core values. Students' well-being is monitored through the new *Pulse* app. Students in primary log onto this daily, and in secondary, weekly. Students appreciate the opportunity to report their feelings; however, they did say that they felt some questions were quite personal. Students who would not otherwise share a problem with staff, have reported it on the app.

The weekly assembly for Years 4-6 reinforced the school's values and the importance of understanding different perspectives. Student praise, known as 'shout outs', saw students being recognised for kindness, effort and attitude by their teachers. This generated a buzz of excitement and was clearly something held in high regard by the students who congratulated those receiving the praise with genuine warmth and delight. The Wellbeing Curriculum runs alongside the PSHE programme and a new Relationships Policy has been implemented this term. The introduction of SRE in Year 6 has been successful.

Students benefit from a range of school trips and CCAs. 93% of students are involved in at least one of the 163 CCAs, providing opportunities for students to develop new skills, passions, and interests. CCAs are hosted by school staff and specialists in the community

Students use a range of social skills both inside and outside the school in their roles and responsibilities. Some students take on leadership roles both in class as seen when a Year 13 student led a warm up in PE and during CCAs, for example during the World Scholar's Cup Debate CCA.

Whole school events that contribute positively to society include *Make a Difference* day across school, *Save a Life* charity walk for the *King Hussein Cancer Foundation* and the service and action strand of the CCAs.

Parents and students like the holistic, inclusive and supportive nature of the school. One family said that they are staying in Jordan for an extra year because their children are so happy and settled in school. Students commented on the sense of community and that teachers are caring about all students.

7. *Standard 3* The welfare, health and safety of the pupils

The welfare, health and safety of the students meets the requirements of the BSO standards and is excellent.

In conversations with staff, students and parents it is clear that students feel safe and cared for in school. The hashtags of 'thrive' and 'belong' encapsulate the caring nature of the school succinctly and are visible on uniforms, displays and in assemblies. There is a comprehensive and robust series of policies and procedures that ensure that the provision for the safeguarding and wellbeing of students is of the highest standard. The recent appointment of an SLT member responsible for DEI, and as the school's DSL, has resulted in improved practices and processes in ensuring students' welfare, health and safety. The school have invested in safeguarding training for all adults who work in the school as well as CPOMS, a child protection management system.

All staff have a clear understanding of their responsibilities and undertake the UK Department for Education's 'Keeping Children Safe in Education' training once a year as well as safeguarding Level 1 and 2 courses which are available in both English and Arabic. All members of the board have completed Level 2 child protection and safer recruitment training. In addition, the appointment of an SLT DSL, the introduction of CPOMS and the re-writing of the safeguarding policy and handbook are all further evidence of the school's commitment to safeguarding children.

There is a single entry for visitors into the school via a security office. Guards ask guests to read the safeguarding notice upon entry. The school benefits from a recently upgraded CCTV system of 160 cameras. Improvements have been made to sections of the perimeter fence raising the height from two to four metres for additional security.

The welfare of the students is closely monitored. Students joining or leaving the school are invited to sessions with the school's counsellors who oversee the transition and engage the students in discussion and activities to help them manage the emotions of a school move or a move to a new country. Tutors and class teachers can raise concerns about a student through the Heads of Key Stages, with the counsellors or a member of the child protection team. Clear pathways for reporting concerns about a student are evident on posters in key places around the school. QR codes for reporting bullying are evident around the school.

In form time, tutors demonstrated excellent knowledge and understanding of their form groups and this time was used to ensure students were prepared for the day and engaged in activities and discussions to develop their readiness for upcoming assessments as well as engaging in activities such as silent reading, current affairs and fun games and quizzes.

The school has two medical clinics which are clean and well-resourced. Record keeping is exemplary and the school nurses are experienced and knowledgeable about the school and the students. A GP visits three times a week to treat any staff or student who needs a level of care beyond the nurse. There are 80 first aid boxes and 55 first aid-trained staff in and around the school.

The school has recently refurbished and improved its canteen provision using an external provider. The canteen is a clean, bright and vibrant place for students to eat. The food choices are excellent and reflect the school's commitment to developing healthy lifestyle choices in their students. Shading is plentiful throughout the site. Drinking water is available in strategic areas around the school

The school has a dedicated health and safety management team headed by a head of health and safety who is passionate and driven. He has overseen improvements to the crisis management plans for lockdown, fire and earthquakes as well as creating a strategic plan for all issues related to health, safety and security. Risk assessments and policy documents observed were thorough and comprehensive in scope and detail reinforcing the high level of care shown to students' welfare and safety.

The fire alarm was falsely activated during the inspection and students were observed assembling in the designated fire assembly point quickly, calmly and effectively. Staff and students were confident in making their way to the assembly point to wait quietly for further instructions. The use of green and red cards allowed tutors to quickly signal the attendance status of their form group so all students were accounted for in under five minutes.

Students of all ages are confident to talk to visitors on site and know who the visitors are due to the different coloured lanyards. Supervision of students both in the classroom, in and around school and on break times is appropriate and well-managed. The school buses arrive and leave the school site in a safe and orderly manner and the process is overseen by senior staff. A staff car park has recently been created to remove the need for staff to park on the road outside. A zebra-crossing has been added to assist in the flow of traffic and the safe passage of pedestrians from the outside roads into the school.

8. *Standard 4* The suitability of the proprietor and staff

The school fully meets the BSO standard for the suitability of the proprietor and staff.

The school has a total of 85 teachers, and 124 support staff, all who have completed rigorous checks before commencing employment at ICS.

The majority of teachers have a degree from a UK university and have gained QTS, and the 26 assistant teachers and 36 learning support assistants all hold a higher education qualification at degree level or above. All academic staff members have experience of the British curriculum and ongoing training and CPD is provided.

The SLT is successful in securing and motivating high quality staff who benefit from a comprehensive induction and onboarding programme. The SLT ensures that staff are suitably trained for their roles in meeting the needs of all students, and in safeguarding their welfare, health and safety. An abundance of CPD opportunities are provided by the school to retain and support staff, with staff commenting that they feel part of the school's development and well supported. As a result, whole staff turnover is consistently well below the global average for international schools and for the academic year 2022-23 is less than 5%.

The HR department keeps comprehensive records, including a detailed Single Central Register, of all staff and members of the governing board. This includes those employed by third party providers, such as bus drivers and monitors. There are job descriptions for all positions within the school and an employee handbook which details in depth the regulations which govern every role. A rigorous procedure, including police checks and references, is followed as part of the recruitment process and all staff involved in recruitment have completed safer recruitment training.

The governing board consists of nine members, all of who have the right to work in Jordan and have completed police checks and safeguarding training. The chair of governors, who also sits on the safeguarding sub-committee has received level 3 training.

There is an exemplary vision in terms of long-term strategy for development, and very effective working relationships between the board and the school's leadership team. The board ensures that the school meets the safety, care and guidance requirements for all students.

9. *Standard 5* The premises and accommodation

The school buildings and premises are excellent and fully meet the BSO standards. They offer the space and resources for a wide and varied curriculum and CCA offering to be provided. The building is clean and hygienic, with the relevant types and number of toilets, showers and water supplies. The accommodation is well suited to the age and gender of the students, with the requisite specialist facilities. Toilets, ramps and lift access are suitable for students with disabilities and the 2 clinics, located at opposing ends of the site mean quicker access for those in need.

The internal areas are warm, inviting and engaging. Rooms are well-sized for the number of students and creatively furnished, providing both working areas as well as more relaxed wellbeing areas. There are many break out spaces located around the school with a variety of seating options. High quality displays and internal décor is evident across the school site, particularly in primary, with a range of creative, informative, motivational displays often showcasing students' high-quality work.

The gymnasium, fitness suite, sports hall, dance studio and outside pitch support the promotion of physical activity. There are facilities for indoor practicals by a range of specialists, including IT, art, music, performing arts, cooking, drama, IT and the sciences, which provide a safe and diverse learning environment for the students. The school has continued to invest in developing the school premises and has further plans to do so, with the planned maker space, design rooms, swimming pool and theatre which will further add to the opportunities the students receive.

The recently renovated EYFS area is exemplary. It offers an abundance of opportunities for open-ended, explorative and independent learning, both in and out of the classroom. EYFS benefit from their own, large, shaded outdoor space which can be accessed directly from the classrooms. The outside area has appropriate soft surfaces and a range of engaging resources. This area is enclosed with fencing and gates in order to keep it separate from the rest of the outdoor spaces.

The external aesthetics are in keeping with the local traditions. The hillside location has been used effectively to segment areas of the school. Buildings are spacious, in good condition and are well maintained by the extensive facilities team. Heating, air conditioning and lighting meet the needs of the school through the varying seasons. Picnic tables are available throughout the school's outdoor areas and are well used at break times, along with the large canteen. Shaded areas are appropriate and offer suitable protection from the sun.

The facilities and health and safety manager is highly experienced and committed to ensuring the premises are safe and well maintained. His passion for ICS is clear and together with his team, they ensure the operational side of the school runs incredibly smoothly. Daily

inspections are carried out across the campus, as well as bi-monthly, monthly, quarterly and annual checks scheduled for both internal teams and external contractors. Record keeping is robust with dates and links to certificates and documentation embedded. Minor issues are reported directly to the facilities and health and safety manager and are addressed during the day, usually by the extensive onsite maintenance team of 17 maintenance and cleaning staff. Security guards are on duty 24 hours a day. Visitors must show ID, sign in and out of the visitors' log. CCTV coverage is extensive with 160 cameras now in place.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is excellent.

Parents are kept well-informed about every aspect of their child's education, in addition to school events. A variety of communication systems are used including email, Instagram, Twitter, newsletters and a class WhatsApp groups which members of the school team quietly moderate.

A clear and easily navigated website provides extensive information about the school, its ethos, community and student life. Contact information, clear details of the admissions and concerns processes, the school curriculum and curriculum enrichment information are available on the website. One parent talked enthusiastically about the introductory pack that is shared with parents when their child first arrives at school. The school holds a variety of themed sessions that parents are invited to including mental health, safeguarding and curriculum. Parents appreciate being kept up to date with any changes or new initiatives such as the new discipline policy.

Formal parent teacher meetings are scheduled throughout the year and parents are welcome to arrange additional meetings to discuss their children as needed. Parents commented on the fast and efficient responses to their questions or concerns by teachers and SLT alike. They feel that they are heard and are working in partnership with the school.

Parents spoke highly of the behaviour policy and the positive impact it has on behaviour management across the school. ISAMs is a welcome addition to the communication process where parents can see immediately if their child has gained house points or has had a behaviour issue that day. Parents commented that this has had a positive impact on communication with their children, allowing them to celebrate their child's success or work through any issues of the day.

The PSA has been reintroduced this year and the committee have already met to plan events for the year.

All parents interviewed agreed that their children were happy to come to school. They noted the range of opportunities available to every child beyond academics.

11. Standard 7

The school's procedure for handling complaints

The school provides clear information about what should happen in the event of a complaint and fully meets the standard.

The complaints policy is available to all parents via the school website. Parents know who they should contact in the first instance should they wish to raise a concern or make a complaint. Complaints are rare but in the event of a concern parents reported feeling very confident with the way the school responds.

The school follows a staged approach and in the vast majority of cases any complaint would be resolved at Stage 0 which is when reassurance is sought by a parent or carer over a concern. All questions should initially come through the form tutor in secondary and through the class teacher in primary.

If the matter is not resolved more informally the complaint will pass to stage 2 which indicates that complaint must be in writing to a member of the primary or secondary leadership team. The school acknowledges any complaint in writing within 24 hours of receipt and provides a detailed response in writing within 3 working days of receipt.

Where the complainant is not satisfied with the response to a written complaint a hearing will be established and the complaint will be heard before a panel appointed on behalf of the board, and consisting of at least three people who have not been directly involved in the matters detailed in the complaint. A legal representative will act as the independent member of the panel in such circumstances.

The assembled panel will make findings and recommendations and a copy of these will be given to the complainant, the chair of the board, the principal, and where appropriate, other relevant parties. All written records of any complaints are kept by the school and held in the safe of the Principal's office. All conversations and correspondence will be treated in the strictest confidence

In 2021, there were a total of 5 complaints which were all resolved at Level 2; in 2022, there have been 2 complaints which have reached Level 2 and have been resolved.

12. Standard 8 Leadership and management of the school

Leadership and management are excellent, and a strength of the school.

The governance role fulfilled by the board, the leadership provided by the Principal, and the duties performed by the SLT and other staff members are all outstanding.

The principal has achieved a great deal in a short period of time: he is determined, personable, focused and provides excellent leadership. Together with the SLT he provides a strong sense of strategic leadership and their actions have resulted in significant improvement in a relatively short period of time.

There are currently six members on the SLT with a further seven on the extended SLT. Together they are truly committed to growing and improving the school. There is a relentless focus on improving the school and the SLT work together highly effectively to drive forward initiatives that have a positive impact on the ICS. A comprehensive, thorough and ongoing review process has ensured that they have an in-depth understanding of where school is on its development journey. They have clear plans for the future and ensure that policies and procedures are implemented effectively by all.

The SLT have worked hard to create a culture whereby all stakeholders are proud to be associated with ICS and feel part of the school's ongoing development. All staff contribute to the school development plan and progress towards targets is reviewed regularly.

Staff are supported with an abundance of CPL opportunities by the SLT, however leaders in the school also acknowledge that they are still learning with significant numbers working towards additional qualifications, such as PhD, NPQ awards, Masters and inspection training.

Staff have been empowered to take on formal and informal leadership roles matched to their strengths and interests, resulting in a team who feel a strong sense of accountability and willingly contribute to the continued development of the school.

The school runs smoothly on a day-to-day basis, in no small way due to the high quality administrative and facilities staff. These staff members, many who have worked at the school for a number of years, are dedicated and knowledgeable professionals who regularly go above and beyond to benefit the school.

The school's leaders are supported and held to account effectively by the board of governors. The governing board meets ten times each year with additional sub committees meeting alongside a member of the SLT regularly. The chair of governors meets with the principal bi-weekly. The chairman and other governors are passionate about the quality of education provided and work very hard to support and improve it.

It is clear that the relationship between the SLT and the board is one of partnership and mutual respect. The board has a strong involvement in the strategic direction of the school, and an excellent understanding of the line between governance and daily school leadership and management.